



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **ICAB5073B Pilot the developed system**

**Release: 1**

## ICAB5073B Pilot the developed system

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit defines the competency required to test and evaluate the developed system among a subset of clients to gauge reaction and gather feedback.</p> <p>The following unit is linked and forms an appropriate cluster:</p> <ul style="list-style-type: none"> <li>• ICAB5074B Monitor the system pilot</li> </ul> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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### Application of the Unit

<b>Application of the unit</b>	
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### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for pilot system	1.1. Establish and confirm objectives, success criteria and <i>acceptance criteria</i> for pilot implementation 1.2. Identify and secure technical and <i>organisational resources</i> required for <i>pilot</i> implementation 1.3. Establish and confirm executive support for <i>pilot</i> 1.4. Complete <i>project plan</i> for <i>pilot</i> and refer project documentation to <i>appropriate person</i> for approval
2. Install pilot system	2.1. Install and configure <i>pilot</i> according to <i>project plan</i> 2.2. Verify and record technical readiness of <i>pilot</i> 2.3. Take necessary actions to ascertain accuracy of data 2.4. Prepare a status report and submit to <i>appropriate person</i> for sign-off

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- Problem solving skills for a defined range of unpredictable problems involving participation in the development of strategic initiatives (e.g. when technical and organisational resources required for pilot implementation are identified and secured)
- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information (e.g. when training and user participants' exposure to joint application development (JAD) process is facilitated)
- Project planning skills in relation to scope, time, cost, quality, communications and risk management (e.g. when project plan for pilot is completed and authorisation obtained from higher authorities)

#### Required knowledge

- Current industry-accepted system piloting methodologies, with knowledge of general features and capabilities
- Current industry system development and design methodologies (e.g. when preparing for pilot)
- Current industry-accepted hardware and software products, with broad knowledge of general features and capabilities and detailed knowledge in some areas (e.g.

**REQUIRED SKILLS AND KNOWLEDGE**

- when installing pilot system)
- Overall project objectives and client requirements (e.g. when preparing for pilot)
  - Client business domain
  - Three or more current industry information gathering methodologies (e.g. when preparing for pilot)
  - Role of stakeholders and the degree of stakeholder involvement
  - System's current functionality (e.g. when installing pilot system)
  - Quality assurance practices

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• Assessment must confirm the ability to plan and evaluate the pilot and to transfer knowledge to users and front-line support personnel.</li> </ul> <p>To demonstrate competency in this unit the person will require access to:</p> <ul style="list-style-type: none"> <li>• Acceptance criteria</li> <li>• Pilot plan</li> <li>• Effective assessment of this competency requires access to: <ul style="list-style-type: none"> <li>• A pilot system</li> <li>• Project plan</li> <li>• Technical materials and</li> <li>• People to be involved in the pilot</li> </ul> </li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessments should demonstrate competency in:</p> <ul style="list-style-type: none"> <li>• System functionality</li> <li>• System integration</li> <li>• User interfaces</li> <li>• Validation of inputs and outputs</li> <li>• System response and recovery times</li> <li>• Whether the system meets the acceptance criteria</li> </ul> <p>The breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and coordination would be characteristic.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• The demonstration of competency may also require self-directed application of knowledge and skills,</li> </ul>

<b>EVIDENCE GUIDE</b>	
	<p>with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.</p> <ul style="list-style-type: none"> <li>• Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team coordination may also be involved.</li> </ul>
<b>Method of assessment</b>	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> <li>• Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency.</li> <li>• Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p>

<b>EVIDENCE GUIDE</b>	
	<ul style="list-style-type: none"> <li>• ICAB5074B Monitor the system pilot</li> </ul> <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas</li> <li>• Analyse and plan approaches to technical problems or management requirements</li> <li>• Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations</li> <li>• Evaluate information, using it to forecast for planning or research purposes</li> <li>• Take responsibility for own outputs in relation to broad quantity and quality parameters</li> <li>• Take some responsibility for the achievement of group outcomes</li> <li>• Maintain knowledge of industry products and services</li> </ul>

## Range Statement

<b>RANGE STATEMENT</b>	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<b><i>Acceptance criteria</i></b> may include:	<ul style="list-style-type: none"> <li>• timeframe</li> <li>• cost implications</li> <li>• technical</li> <li>• logistical considerations</li> </ul>
<b><i>Pilot</i></b>	<ul style="list-style-type: none"> <li>• Details of pilot will vary according to organisational requirements and nature of system. All system pilots will take an iterative approach and involve users in the process</li> </ul>
<b><i>Organisational resources</i></b>	Will vary, subject to nature of pilot. Staffing



<b>RANGE STATEMENT</b>	
	<p>resources would be expected from user community, technical operations, technical support, technical development, supplier, project manager and executive sponsor. Financial resources will need to be secured to fund the pilot.</p> <ul style="list-style-type: none"> <li>• Systems developers and IT technicians</li> <li>• Representative experts from relevant business areas (e.g. functional managers or operational staff)</li> <li>• Representative users</li> <li>• Personnel with an understanding of corporate governance (e.g. legal, audit and data security specialists)</li> </ul>
<i>Appropriate person</i> may include:	<ul style="list-style-type: none"> <li>• supervisor</li> <li>• teacher</li> <li>• authorised business representative</li> <li>• client</li> </ul>
<i>Project plan</i> may include a number of variables including:	<ul style="list-style-type: none"> <li>• parties and their responsibilities</li> <li>• project scope</li> <li>• project objectives</li> <li>• schedule</li> <li>• project budget, etc</li> </ul>

### Unit Sector(s)

<b>Unit sector</b>	Build
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### Co-requisite units

<b>Co-requisite units</b>	

## Competency field

Competency field	
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